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PERSONALITY CHARACTERISTICS OF UNDERACHIEVERS
IN A PRINCE EDWARD ISLAND HIGH SCHOOL

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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OF MASTER OF EDUCATION

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ABSTRACT

The primary purpose of this study was to examine the relationships played by social environment, self-concept, and self-esteem on the

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The subjects were 73 grade 11 high school students in a small town in Prince Edward Island. The instruments used to collect data on the

above vary. The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Personality Characteristics of Underachievers in a Prince Edward Island High School" submitted by Wayne Matheson in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The primary purpose of this study was to examine the relationship played by social acquiescence, self concept/ideal-self concept congruence, and life orientation in the academic achievement of Grade X high school students.

The subjects were 72 Grade X High School Students in a small town in Prince Edward Island. The instruments used to obtain scores on the above variables were Bass's Social Acquiescence Scale, the Interpersonal Check List and the Life Orientation Test. Academic achievement was determined by the average of teacher assigned grades in the general academic studies of the Grade X students, while Otis-Lennon Mental Abilities test scores were used as intelligence measures.

The expected relationships between social acquiescence and academic achievement, and life orientation and academic achievement were not found. Significant linear relationships ($p < .05$) were found between ICL Self Concept/Ideal-Self Concept (16) and (8) Discrepancy scores and academic achievement and regression equations were then determined.

Implications of the findings for teaching and education were discussed and possibilities for further research were suggested.

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CHAPTER I

INTRODUCTION

One of the major difficulties faced by educators is the inferior performance by students who have given evidence of their intellectual ability to succeed. In the body of research about such underachievement, two trends appear: (a) With each succeeding year the number of studies dealing with the personality characteristics of underachievers has increased; and (b) Although initial research dealt only with underachieving college students, researchers' sphere of interest has been expanded to include underachieving students at the high school or even elementary school level. However, most research on underachievement is still concerned with university students.

It is apparent from the increased number of studies about the personality characteristics of underachievers that attention is presently focused on the relationship between personality variables and academic achievement. In the literature examining this relationship, the weight of evidence supports these conclusions:

- (a) The ability to conform to and/or accept authority demands will help determine academic success.
- (b) The value which a student places on his own worth, and the degree to which he shows acceptance of both positive and negative aspects of his self-concept, affect his academic achievement.
- (c) The emphasis on achievement which is prevalent in much of our society is meaningless to many youths.

These three conclusions give rise to a question: Can conclu-

sions, based primarily on studies of college students, be generalized to apply to younger students? That is, is there a relationship between social conformity and academic achievement at pre-college levels? Is the relationship between achievement and degree of self-acceptance present even before college entrance? Is the achievement orientation of society as meaningless to younger students as it is to many college students?

This study is designed to ascertain the answers to these questions.

The Problem

Seeman (1966) found that feelings of alienation and powerlessness led to lowered interest in learning among college students. He postulated that a student who feels ineffective and unable to control his future will not learn. Seeman's opinion is shared by the author and this study may help isolate the personality variables which produce such feelings.

The present study proposed to examine some aspects of the possible interrelationships among measures of social acquiescence (the unquestioning acceptance and conformity to almost all social demands), self concept/ideal-self concept congruence (the degree to which the perceptions an individual has of himself are in agreement with those he would like to have), life orientation (a pro-life/anti-life continuum established by Fromm, 1964), and academic achievement of Grade X (Prince Edward Island) students.

It is postulated in this study that combined quantities of the variables, social acquiescence, self/ideal-self congruence (S-I Congruence), and either a biophilous (pro-life) or necrophilous (anti-life) orientation could cause feelings of apathy and powerlessness in some students. This in turn could account for their failure to perform up to their potential.

Perspective on the Problem

In a mass-educated society which has become increasingly technological in structure, Hummel and Sprinthall (1965) suggest that there is little opportunity for the individual student to realize a "sense of worth" or of "relevance." The individual student's opportunity to feel important is further diminished as large corporations gradually invest in educational areas over which they previously had no influence. The impact of these investments enables industry to manipulate aspects of education as, for example, book publishing, teaching machines and audio-visual aids.

The result of the growing influence of corporations upon education is for Silberman (1966) that decision-making power has been removed from the educator and placed in the hands of the corporation executive. The effects of corporation influence upon students seems to be less evident, however. Fromm has attempted to explain them by saying:

. . . the demands of the state, the enthusiasm for the magic quantities of powerful leaders, powerful machines, and material success become the sources of man's (students') norms and value judgements (1964, p.5).

Upon seeing the increasing impingement of these impersonal aspects of education in areas of personal concern, the student is faced with a dilemma. In order to secure a reasonably stable future, the student must remain in school until he feels adequately educated. Yet to stay in school may mean increasing feelings of frustration, alienation and loss of identity. The result of remaining in school but retaining these feelings is, for the student,

often underachievement, which in turn may lead to anomie and apathy (Hummel and Sprinthall, 1965), delinquency and radicalism (Matza, 1961), perceived discrepancy between self and the norm (Newcomb, 1967) or the "non-student syndrome" (White and Whittaker, 1968). Thus the student today who wants to break with the mainstream of the industrial state but still succeed in school appears to have many unacceptable alternatives.

However, some students do not follow this pattern. They do succeed, but with their own special attributes. Dorvan and Adison (1966) have described the students who do not conform to the system but still seem to succeed as having a "very unusual personality." Erikson (1956) credits these students with a "strong ego identity," and Fromm (1965) congratulates them for remaining among the "sane."

In both types of students, the characteristics promoted by the schools do not seem to be those which are valued by the majority of youth. Schools often value accommodating behavior and have a distaste for people who pay attention to private feelings or exhibit unusual and spontaneous responses (Friedenberg, 1967). Similarly, schools do not often promote affect or acting-out behavior. Yet Erikson (1956) finds these two types of behavior necessary for the successful resolution of the adolescent's identity crisis at a time when Solomon (1967) sees the student attempting to consolidate the meaning of past, present and future. Often the school introjects values into the students without letting them examine or test them. The necessity of absorbing the conceptions of others without the

opportunity to try them out results in what Carl Rogers (1967) has called, "a loss of confidence in the individual's ability to establish his own valuing process."

Brown (1965), in describing the role of the adolescent in schools, sees the need for the student to deal in possibilities, to entertain alternatives, and to envision consequences. Both Anderson (1968) and Galbraith (1967), however, project a difficult time ahead for adolescents who respond to any dissonance with the authoritarian realm. It seems then that conformity to controlling and socializing agents is reinforced in school (Skinner, 1965). Obedience and regulated behavior have become the fetish of school teachers and administrators (Milgram, 1963; Kaufman, 1964).

Erich Fromm, in defining man's relationship with society, has envisioned a theoretical framework to account for the tendencies of man to orient his life to either subservience or freedom. Fromm sees the possibility of individuals moving in a pro-life direction or an anti-life direction. The biophilous (pro-life) person is motivated by a love of life, joy, freedom, and all that is alive. The necrophilous (anti-life) person is the polar opposite of the biophilous; he is motivated by conformity, sentimentality, coldness, distance, and all that is not living (Fromm, 1964). This continuum has been encapsulated in an instrument (Fox, 1969) and is called the Life Orientation Test. It was used extensively in this study in combination with the variables of social acquiescence, and S-I congruence.

It was hoped that through the Life Orientation Test and other instruments, some indication could be given of the relationship of the three variables to achievement. Underlying this is the assumption that:

. . . to take a moratorium from academic study, especially if using such a period to examine critically the often contradictory values and performance standards being promoted in the adult world . . . (Hummel and Sprinthall, 1965)

is not necessarily a bad, or a maladjusted, approach to life.

CHAPTER II

RELATED RESEARCH

Much research describes adolescence as being filled with "storm and stress" or of "revolt against authority and the establishment." Many parents and educators are surprised and shocked by adolescent behavior, feeling that it is disrespectful and immature.

Many socio-psychological variables influence the development of the adolescent behavior patterns to which adults have taken exception. This chapter will attempt to outline the role played by social acquiescence, self/ideal-self congruence, and life orientation, in these personality and achievement patterns of high school students, as it has found expression in previous research. Instruments used in this study, with the exception of the Life Orientation Test, have been used in similar research, which will also be reported.

Research Related to the Instruments Used

Bass Social Acquiescence Scale. Bass (1955, 1956) inferred that an individual who is high in social acquiescence (SA) was an unquestioning conformer to any social demands placed upon him. He further supposed that some of the variance in personality measures could be accounted for by this characteristic, and designed a test to measure any such "response set bias." Later research has demonstrated that the SA scale has a useful purpose as a personality assessment device in its own right (Bass, 1956; Berg and Collier, 1955; Fisher, 1965; Frye, 1963; Hand, 1963; Hoffman, 1960).

Significant differences have been observed on SA scores among various social classes and in different socio-economic areas (Bass, 1956 a), as well as within supervisor-employee relationships and educational levels of testees (Bass, 1958; Frye, 1959). Shaw (1961), while finding conflicting results in the relationship of SA to educational level and intelligence, did find positive and significant correlations of SA with acceptance of authoritarianism. This was further supported by Braun and Dube (1963) and Martin (1964).

Murstein (1961) has related SA to dissatisfaction with self as measured by self concept/ideal-self concept congruence, and this has found additional support in the work of Meers and Neuringer (1967).

Gardiner (1968), suggesting a positive relationship between SA and cognitive simplicity, did not find significant sex differences but did find significant differences when comparing religious devoutness. Those who were more religious were high on SA. This would seem to

suggest that dogmatism and rigidity might be related to SA. Research by Vidulich and Bass (1960) and Fox (1969) tends to support this hypothesis.

Fox (1969), suspecting a further relationship of SA with the anti-life tendencies of Fromm's necrophilous individual, found that the SA test could make successful discriminations among those who were of different life orientations.

Suggesting that one might profit by looking at the relationship between social acquiescence and academic achievement, Bass (1961) speculated that where reserving judgements, weighing evidence, avoiding half truths, and discernment of weak cues are involved, the highly social acquiescent individual is likely to perform less adequately.

Research on the Life Orientation Test (LOT). Established by Fox (1969), the LOT has yet to be cross-validated. This study may serve to validate some of Fox's material since he found the LOT to be a valid and reliable measure of Fromm's biophilous/necrophilous continuum (Fromm, 1964). He also found the test to have significant predictive ability ($p < .01$) on the personality constructs of conceptual complexity, dogmatism, authoritarianism, social acquiescence, institutional regard, and irrational beliefs. In relation to non-personality dimensions Fox found the LOT to be independent of sex, verbal and performance IQ, and written language ability. An inverse relationship of life orientation and age was supported but supposed relationship of life orientation with birth order was not found.

Research on Leary's Interpersonal Check List (ICL). The

Interpersonal Check List has been used in a variety of personality assessments such as those of student nurses, medical students, psychiatric patients, education students, and alcoholics (Frost, 1963; LaForge and Suczek, 1955; MacDonald and Gynther, 1961). Similarly, Chennault and Seegars (1962) and Park and Eberlein (1969) used the ICL to measure self concept/ideal-self concept discrepancies of counselors and counselor trainees. Chennault and Seegars found counselors to be essentially dominant persons, while Park and Eberlein confirmed a curvilinear relationship between congruence of self and ideal self and effectiveness of counselors as measured on a cognitive flexibility scale.

Meers and Neuringer (1967), in addition, established that the ICL accurately predicted that people who hold congruent self and public images are both acquiescent and conforming individuals with lower autonomy and exhibitionistic needs, but higher affiliation, deference, and nurturance levels as measured by the Edwards Personal Preference Schedule (EPPS). In support of this research Gynther, Miller and Davis (1962) had related the EPPS to the ICL and with very similar results.

The use of the ICL in measuring change in psychotherapy has been promoted by Boe, Gocka and Kogan (1966), and in a similar vein Lantz (1965) used this instrument as a measure of classroom climate fluctuation as a function of teacher self concept change.

As yet the research on the use of the ICL in high school to measure the relationship between personality traits and underachievement has been very limited.

Research Related to the Present Investigation

Some Comments on the Life Orientation of Adolescents. The research on measures which try to make comparisons between maladjustment and life orientation has often been inconclusive. One trend which has materialized, however, is that the adolescent outlook on life fluctuates considerably. Often during middle adolescence, for example, a period of negative self value and lack of future concern appears (Klineberg, 1967; Oakland, 1969). Erikson (1950) has acknowledged that this period is one in which the adolescent is seeking his limitations and potentials. The future is originally very much in his mind but only when he is aware of realizing it. If the adolescent begins to feel that anticipated success and meaningful existence has been replaced by automaton conformity he could either acquiesce, or react against the conformity. The resultant psychodynamic needs and strengths always found in adolescence might then find expression in demonstrations, or other forms of antisocial behavior (Solomon, 1967). If the adolescent gives in, however, and conforms to establishment values and mores often exemplified by the school, there might result a narrowed and less future oriented outlook on life (Back and Gergen, 1963; Brim and Forer) as well as a better performance in school (Berger, 1961; Watts and Whittaker, 1968). Evidence is accumulating to indicate that this might indeed be the case with many students who are doing well in school. Merrill and Murphy (1959), for example, found that overachievers rather than underachievers were more deferent, less affiliative, and less concerned with change. Similarly, Wyer (1967)

identifies the high ability, low achiever as a non-conformist.

Zagona and Kelly (1967), using ego strength as a criterion of adjustment, found low achievers to be better adjusted. They suggest that non-achievers who are high on ego strength and low in anxiety are confident enough in their own ability that they do not need feedback in the form of good grades. Erikson (1963) continues to support this position by claiming that all but the "intellectual youth of the humanist tradition" have subordinated their ideology to technology. Erikson, then, might give the student who has stayed within the school system, but has not conformed to an established material philosophy often promulgated in schools, higher grades on his scale of "ego identity" (1956).

Sherif and Cantril (1945), very early in research, postulate that the student, when his attitudes are ego involved, would be vulnerable in two different ways to alienation. The extremely other-directed person (Fromm's gadget man, 1964) might experience the alienation of never having developed a self at all, while the inner-directed may, through disorganization, loss of a reference group, or brain washing (acquiescence), sustain destruction of the self which he had.

Thus the student who remains but does not conform frequently must tread the fine line between both forms of lost identity. Dorvan and Adelson (1966), as well as Rogers (1967), give the above described type of adolescent very high praise when he can recognize the fundamental discrepancy between his concept of experience (his values) and the valuing process going on unrecognized within. Dorvan and Adelson

even concede that "to challenge, more than modestly, the value commitments of the milieu may be the most perilous thing a younger person can do" (p. 21).

Since many adolescents are geared to the immediate future, Jersild (1963) says it is understandable that they are willing to concede to authority in many instances. Indeed, they may not even be aware of an underlying valuing process, or "secret advertising campaign," as Rogers puts it, "going on within."

Fromm (1964) described the process of indoctrination involved in school and society as "intellectualization, quantification, bureaucratization, and reification" and these are not the principles of life, but of mechanics. Those who live and accept this approach to life soon become indifferent to life, even attracted to death (p. 22). Such an attitude is exemplified, for instance, by acceptance of the eventuality of a nuclear attack, or of a death on the highway. Fromm sees society, in this sense, as "having gone very far into the shadow of death" (p. 25).

Maurer (1964), Kastenbaum (1959) and Nagy (1959) all share concern in the increasing anti-life tendencies of adolescents, and of man. Maurer concedes that the concept of death permeates everything that he (the adolescent) feels, thinks and does. Nagy, in a study of younger children, remarks that the child's attitude toward death reflects his whole picture of the world. Kastenbaum, while not going as far, allows that the concept of death and anti-life is a separate conceptual unit in the adolescent psyche.

While there are studies whose results conflicted with those which have been outlined (Gough, 1952, 1953; Hummell and Sprinthall, 1965), the contention is still promoted that anti-life tendencies, while seldom the conversation piece of adolescents, will be an integral part of the life style and everyday concerns of the adolescent. It is also expected that significant differences will be found between those students preferring pro-life tendencies, and those adopting anti-life tendencies, as measured by the LOT, when they are correlated with academic achievement, social acquiescence, and self concept/ideal-self concept congruence.

Research on Self Concept/Ideal-Self Concept Congruence (S-I Congruence). An additional part of this study is based on the theoretical position that a student who is functioning adequately in terms of his adjustment to his present situation at school will have a minimal discrepancy between his concept of himself as he is now, and his concept of himself as he would like to be (ideal self).

Carl Rogers (1951) suggested comparing the self concept and the ideal-self concept (S-I) congruence with behavioral criteria to support his hypothesis that congruence between self and experience was "a necessary and essential requirement for a fully functioning person." Shoben (1957), while supporting this as a partial answer, differs from Rogers in suggesting a curvilinear rather than a linear relationship between self and ideal self congruence and the behavioral criterion as a better measure of adjustment. Shoben describes his position by stating:

The normal person has ideals and standards that he tries to live up to even though they often exceed his grasp. . . those for whom this discrepancy is too large . . . are likely to condemn themselves to the frustration of never approximating their goals, and to an almost perpetual low esteem. Those whose discrepancy is too low, on the other hand, are probably less than integratively adjusted either because they are failing to fulfill their human capacity to envision themselves as they could be, or because they are self-deceptively over-estimating themselves (p. 188).

Since these positions have been established by Rogers and Shoben, a number of studies have been completed to predict both a linear and a curvilinear relationship, between self and ideal self congruence and behavioral criteria as indexes of adjustment. Most of the research has centered around the area of counseling and psychotherapy, however, with less work being done in school settings.

Support for a linear relationship has been demonstrated by Chase (1957), Chordorkoff (1954), Crandall and Bellugi (1953), Eastman (1958), Friedman (1957), Rogers (1954) and Smith (1958) who confirm that low correlations between self concept and ideal self concept are indicative of maladjustment. Similarly Butler and Haigh (1954) found that S-I congruence increased with psychotherapeutic improvement. This research does not necessarily negate the hypothesized curvilinear relationships, and later research has indicated that the non-linear relationship may be a more valid predictor of good adjustment (Block and Thomas, 1955; Cole, 1967; Hay, 1966; Vellutino, 1964; Zuckerman and Monaskin, 1957).

In high schools and colleges, Turner and Vanderlippe (1958) found high S-I congruence in college students to be indicative of more

extracurricular activities, higher scholastic averages, higher socio-metric ratings from peers, as well as higher scores on ascendance, and emotional stability. Wicas and Mahan (1965) also found significant differences ($p < .05$) between adjusted and maladjusted pupils when academic marks were correlated with S-I discrepancies. They obtained results of even greater significance when using a "modal ideal pupil" (arrived at by selecting the most frequently checked adjectives among the sample) in place of ideal self concept, and then comparing the discrepancies. Similar findings to these have been demonstrated by Bhatnager (1966), Brookover (1964), Brownfain (1965), Campbell (1966), Fink (1962), Quimby (1968), Simms (1968) and von Klock (1966).

Research on Conforming Behavior and Social Acquiescence (SA).

Murstein (1961), finding SA to reflect underlying anxiety which expressed itself in an inordinate need to win acceptance through conformity, further demonstrated that dissatisfaction with self, as measured by S-I discrepancy, was positively ($p < .01$) correlated with SA. Trying to place these results into a theoretical framework, Murstein hypothesized that academic inadequacy accounted to some extent for these relationships.

Although Bass (1956, 1958) contended that the high SA individual tries to be very socially accepted, he is insensitive in the social realm. Thus his anxiety might increase through social failure. Bass further extended his SA correlations to include negative relationships with academic achievement. This was later supported by Frye (1964), and included negative correlations with problem solving ability and

self-satisfaction.

More recent research has indicated that achievement problems have several personality correlates. These included insociability to peers (Rabinovich, 1956), feelings of inadequacy, passivity resulting in non-conformity, and deliberate failure (Keniston, 1965; Seeman, 1966; Walsh, 1956; Wyer, 1967). These are not necessarily indicative of any form of personal maladjustment or debilitating anxiety. For example, underachievers have been found to be well adjusted and satisfied in the social areas while often possessing underlying weak academic interests (Brown, 1954; Holland, 1959; Kisch, 1968; Mitchell, 1959).

Social acquiescence and conforming behavior, as well as the self system of the individual, do seem tied to underachievement. The actual relationship is nebulous and rather ill-defined. It is hoped that part of this study will help illuminate any relationship which does exist.

CHAPTER III

RESEARCH DESIGN, RATIONALE, INSTRUMENTS

Social acquiescence (SA), self concept/ideal-self concept (SI) congruence, life orientation and academic achievement are the principle variables considered in this study. The major research question involves the extent to which academic achievement at the high school level is associated with these variables. More particularly, is there a relationship between conforming behavior and academic achievement in high school? Is the adolescent's school performance related to the degree of congruence between his self concept and his ideal-self concept? Is the high school student's attitude toward life reflected in his school achievement?

Definitions

Achievement in this study refers to the average of teacher-assigned grades in the general academic studies taken by Grade X students. They were recorded on report cards in June 1968. For each student the mean was converted to a T value (mean 50, standard deviation 10) to facilitate comparison.

Ability is defined by a standardized group intelligence test score. For each subject the intelligence quotient was converted to a T score for comparison.

Achiever is defined as a student whose achievement T score equals or surpasses his ability T score.

Underachiever is defined as a student whose achievement T score fails to equal his ability T score.

Social Acquiescence, using scores obtained on the Bass SA scale, is defined as a measure of conforming behavior. A person high in social acquiescence is often an unquestioning conformer to social demands placed upon him. Such a person would acquiesce to a wide variety of generalizations concerning how persons behave or should behave. Typically such persons say "yes" to both the sayings "You can't teach an old dog new tricks," and, "You are never too old to learn."

Self Concept consists of all the ideas, feelings and strivings that are recognized, interpreted and valued by the individual as his own. Operationally, they are subjective responses to adjectives checked on the Interpersonal Check List (ICL) and are considered descriptive of the way an individual sees himself.

Ideal-Self Concept is defined as the kind of person the student would like to be. It consists of all the adjectives on the ICL checked by the individual as the desired ideal-self. The present study was primarily concerned with comparing "reported" self concepts with "reported" ideal-self concepts.

Self/Ideal-Self Congruence (S-I Congruence) refers to the degree of global similarity which exists between the self and ideal-self concepts. The degree of congruence was operationally defined by using vector analysis technique (see page 27). An absolute distance was computed between vector S, a vector of scores pertaining to the self concept, and vector I, a vector of scores pertaining to the ideal-self concept. High S-I discrepancies are analogous to low S-I

congruence, while low S-I discrepancies are analogous to high S-I congruence.

S-I (16) refers to those congruence scores which were calculated for each student from sixteen self scores and sixteen ideal-self scores, obtained from ICL sixteenth scales.

S-I (8) refers to those congruence scores which were calculated for each student from eight self scores and eight ideal-self scores obtained on the ICL octant scores.

Life Orientation is defined by scores obtained on the Fox (1969) Life Orientation Test (LOT). A person scoring high on the LOT is considered a more healthy individual, possessing more reverence for life and living. Correspondingly, a person scoring low on LOT is considered less healthy with an attraction to the non-living and mechanistic aspects of his environment.

Rationale

Social Acquiescence. Taking SA as a measure of conforming behavior (Bass 1958) it was expected that higher scores on SA behavior would be more indicative of conformity. Since the school values and promotes conformity (Milgram 1963, Kaufman 1964) it was further expected that the higher achievers would be among the more conforming students and would have more accepting attitudes toward the often rigid and authoritarian basis of the school system. This being the case, significant differences ($p < .05$) should be found between higher achieving and underachieving groups of high school students when SA scores on Bass' Social Acquiescence Scale are compared using analyses of variance.

Self Concept/Ideal-Self Concept (S-I) Congruence. The self concept and ideal-self concept have been viewed as important determinants of behavior and have been considered as exercising a selective effect on student role perception and enactment (Sarbin and Farberow, 1952). The self concept is constantly used as a frame of reference when choices are made in school and serves to account for observed uniformities in behavior (Rogers, 1951, p. 751), while the ideal self is seen as reflecting one's feelings, thoughts and actions (Horney, 1942, p. 591).

It would seem, then, that both the self concept and ideal-self concept influence behavior. The psychological discrepancy between each thus becomes an important variable to consider when attempting to understand or predict school performance and adjustment (Turner

and Vanderlippe, 1958, Wicas and Mahan, 1965).

Using this S-I discrepancy on ICL (16) and ICL (8) as behavioral criteria and accepting the theoretical position of Rogers (1950) that a (person) student who was functioning adequately in terms of his own adjustment to his present situation in school would have a minimal discrepancy between his self concept and his ideal-self concept, an attempt was made to examine the relationship between S-I discrepancy and high school performance and adjustment. Correlation was used to test whether or not the relationship was linear.

Other research has indicated that the relationship between (S-I) congruence and adjustment may not be linear (Block and Thomas, 1957, Shoben, 1957). Multiple regression analysis (Flathman, 1968) was used to test the relationship for curvilinearity.

Life Orientation. Noting that much of adolescent school performance is geared to the future, Jersild (1963) and Fromm (1964) both see increasing technology and mechanization making the future less meaningful to the student and less under his control. Those students who remain through high school and achieve, are often either partially accepting the values and achievement orientation of the school and society or are unaware of the underlying valuing process (Rogers, 1967). Those who remain in school and refuse to accept the values and achievement orientation of the school and society, but who see the need for education as a means of self value, will reject the system by means of a self choice compromise: underachievement.

Because underachievers frequently compromise between agreeing

with the system to a great extent or dropping out altogether it often gives indication of their increasing awareness of this underlying "valuing process." These underachievers should score higher on the LOT than the high achiever group. It was expected, then, that significant differences would exist between high achieving groups of Grade X students when scores on Fox (1969) LOT were compared using analyses of variance.

The Sample and Method of Testing

The sample consisted of 72 Grade X students in a small town high school on Prince Edward Island. Testing took place during a single afternoon after final examinations. It was hoped that this would free the students of any inhibiting influences on their responses to the test instruments resulting from testing anxiety, school administration or teacher pressure. Confidentiality was promised and administration of the tests was entirely by the writer. The students were volunteers and represented 67 per cent of the Grade X population. The Otis-Lennon Mental Abilities Test was administered earlier in the school year to these same students and the results of this test were obtained from the cumulative record cards. Of the 33 per cent of the students who did not complete the remaining testing there were no significant differences in intelligence when compared with the tested sample. The total testing time for the remaining three instruments took approximately one hour and thirty minutes.

The Instruments

Bass' Social Acquiescence (SA) Scale. The SA Scale of the Famous Sayings Test was developed to measure "acquiescence to a wide variety of generalizations concerning how persons behave or should behave" (Bass, 1958, p. 487). Each item of the SA Scale consists of a well known saying or proverb. A testee responds to the Saying by agreeing or disagreeing and marking an "X" in the "yes" or "no"

column opposite the saying. There are 41 items and the individual's score is the total number of X's in the "yes" column.

Bass contended that a high SA score was indicative of a socially insensitive, non-intellectual, unquestioning conformer to social demands. Validation studies have tended to support his contentions (Bass, 1956 a; 1956 b; 1957, 1961). In addition the SA Scale was shown as related to the tendency to accept group decisions, and that high SA scoring individuals were more influenced by authoritarianism (Bass, 1958). Reliability for the SA Scale was reported by Bass (1958) as .92 (split-half) and .81 (Kuder-Richardson) for samples of 100 and 1491 respectively.

The Life Orientation Test (LOT). Designed so that low scores reflect anti-life (necrophilous) tendencies and high scores reflect pro-life (biophilous) tendencies, the LOT was devised by Fox using the theoretical formulations of Erich Fromm (1964). Reliability estimates derived by test-retest procedure was r .83. Odd-even reliability using Spearman-Brown formula was .73. Cross validation on the results of Fox's initial study have yet to be completed.

The Interpersonal Check List (ICL). This check list is comprised of 134 adjectives or adjectival phrases of which 128 are ordered in 16 groups of 8 items each. Each group of eight adjectives or phrases is designed to measure behavior relevant to one of Leary's interpersonal dimensions. The sixteen different dimensions of personality are then arranged around a circumplex model and the individual's total score can be plotted upon the circular model,

with each of the descriptive categories having a moderate (adaptive) and extreme (pathological) intensity. In this way discrepancies between self and ideal self can be determined. Figure 1 has been reproduced from Leary, 1957.

Subjects, in this case, were first given a "set" by which to respond to the 134 ICL adjectives or phrases for the purpose of reporting the self concept: "This is the way I would like to be." Since each ICL item has been assigned an intensity weight (Leary, 1957), S and I scores were obtained on sixteen dimensions by summing items marked "true." ICL octant scores were obtained by combining adjacent 16's. To determine S-I congruence a vector analysis technique measured the distance between the S dimensions and the similar I dimensions.¹

The Otis-Lennon Mental Abilities Test. Being similar to the Otis Intelligence Test series, this instrument is constructed to measure the "g" or general intelligence factor. The single IQ score obtained at a given level summarizes the individual's performance on a wide variety of test materials selected for their contribution to

¹ The distance between two vectors with n-components in n-dimensional Euclidean space can be determined by vector analysis techniques. In the present study S-I discrepancies were calculated by the following formula:

$$|S - I| = \left[\sum_{i=1}^n (S_i - I_i)^2 \right]^{1/2}, \text{ where } S \text{ and } I \text{ are vectors of}$$

self and ideal-self concept scores respectively. High S-I discrepancies are associated with low S-I congruence, while low S-I discrepancies are associated with high S-I congruence.

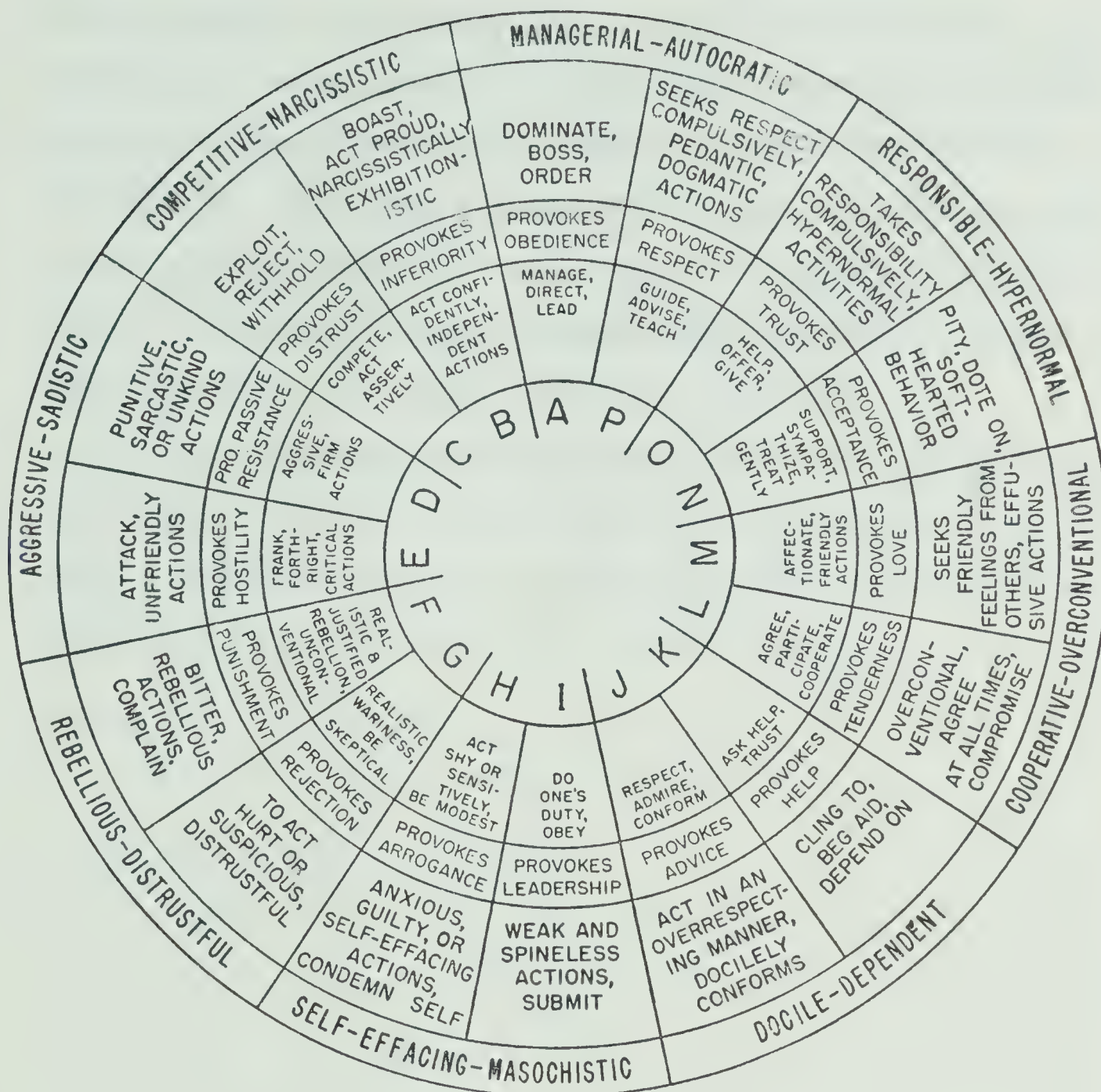


FIGURE 1. Classification of Interpersonal Behavior into Sixteen Mechanisms or Reflexes. Each of the sixteen interpersonal variables is illustrated by sample behaviors. The inner circle presents illustrations of adaptive reflexes, e.g., for the variable *A*, *manage*. The center ring indicates the type of behavior that this interpersonal reflex tends to "pull" from the other one. Thus we see that the person who uses the reflex *A* tends to provoke others to *obedience*, etc. These findings involve two-way interpersonal phenomena (what the subject does and what the "Other" does back) and are therefore less reliable than the other interpersonal codes presented in this figure. The next circle illustrates extreme or rigid reflexes, e.g., *dominates*. The perimeter of the circle is divided into eight general categories employed in *interpersonal diagnosis*. Each category has a moderate (adaptive) and an extreme (pathological) intensity, e.g., *Managerial-Autocratic*.

the "g" factor. In the Mental Ability Test there are 80 items arranged in a spiral omnibus form with various items containing both verbal and non-verbal material. Emphasis is on abstract reasoning ability with a time limit of 45-50 minutes. The results can be hand scored or machine scored and yield a deviation IQ (DIQ) which is an index of the subject's brightness when compared with pupils of similar chronological age, regardless of grade placement.

The normal sample involved more than 20,000 pupils (1966) with a mean DIQ of 100 and a standard deviation of 16. Test-retest reliability correlation was .94, while split-half and Kuder-Richardson reliability both report correlations greater than .90.

CHAPTER IV

ANALYSIS OF THE DATA

Statistical analysis was carried out to determine the extent to which the test results would lend support to the theoretical basis previously described.

The first relationship dealt with the degree of inter-correlation existing among the variables considered in this study to be determining influences on achievement. The second relationship dealt with the analysis of variance among students grouped on the basis of achievement. In this case average scores for the three groups on LOT and SA were compared to see if significant differences existed. The third relationship examined the association between S-I congruence and achievement by means of correlation and multiple regression to see if it was linear or curvilinear.

Each analysis will be considered separately.

Results of the Inter-correlations

The results of the Pearson Product Moment correlations between achievement, intelligence and the personality variables indicated some relationships. An examination of Table 1 reveals that significant results exist between S-I (16) and S-I (8) when correlated with achievement ($p < .05$). These positive and significant correlations suggest a linear relationship and will be explained more fully later in this chapter.

As might be expected, there is a highly significant positive correlation between intelligence and achievement ($r = .59$; $p < .01$).

Those students who were high scorers on the Otis-Lennon Intelligence

TABLE 1

Correlations for Grade X PEI Students

(N = 69)

	Achievement	LOT	SA	S-I(16)	S-I(8)	Intelligence
Achievement	---	.11	.04	.25*	.27*	.59**
Life Orientation Test		---	-.09	.03	.00	.07
Social Acquiescence			---	.06	.12	-.19
Self Ideal-Self Congruence (16)				---	.95**	.23
Self Ideal-Self Congruence (8)					---	.25*
Intelligence						---

* $p < .05$

** $p < .01$

Test were generally the higher achievers in this study. This serves as a validity check on the instruments used but it further lends support to a suggested relationship between S-I congruence and achievement. It can be seen from Table 1 that an interesting positive relationship ($r = .25$, $p < .05$) exists between self-ideal self congruence octant scores, S-I (8), and intelligence. This seems to indicate that those students with higher S-I octant discrepancies (hence lower congruence between self concept and ideal-self concept) tend to be among the more intelligent students. Since, as previously mentioned, the more intelligent students are found more often among the high achieving groups ($r = .59$, $p < .01$), it might further be said that those students who are intelligent and achieving seem more often to have greater S-I (8) discrepancies than do the underachieving students.

Expected correlational relationships between LOT, achievement and other personality variables were not significant. Similarly, correlational relationships between SA, achievement and personality variables were non-significant.

Results of Analysis of Variance

Method Used to Group Students on Achievement. The sample was first ordered in terms of the discrepancy between achievement T-scores and intelligence T-scores (mean = 50, standard deviation = 10). Those 23 students with the greatest discrepancy between intelligence and achievement in favor of achievement were considered high achievers. Those 23 students with the greatest discrepancy between intelligence

and achievement T-scores in favor of intelligence were considered underachievers. The remaining 23 students whose discrepancies were minimal or moderate were considered as achievers to facilitate comparison across groups (Appendix D).

Findings Related to Social Acquiescence. It was expected that underachievers would exhibit significantly lower SA scores than either the high achievers or the achievers. The means, standard deviations, and analysis of variance for the SA scores of the three groupings appear in Table 2.

The observed difference showed the tendency for high achievers and achievers to have higher SA scores than underachievers but was not significant.

Findings Related to Life Orientation. It was expected that the underachievers would have significantly higher scores on the LOT than either the high achiever or achiever groups. The means, standard deviations and analysis of variance for the LOT scores of the three groupings appear in Table 3. The observed differences were significant.

Results of Analysis Used to Examine the Relationship Between S-I Congruence and Achievement. It was suggested earlier in this study that there is a relationship between S-I congruence and Grade X achievement, as indicated by teacher grades.

Significant correlations were found between S-I congruence and the achievement criterion (Table 1). Using Multiple Linear Regression Analysis an equation was determined to best describe this linear relationship.

For S-I (16) the regression equation to predict achievement is:

$$P = .5471 X_1 + 55.8204 \text{ (constant)}$$

where P is a vector of teacher grades, and where X_1 is a vector of S-I (16) discrepancies.

The equation which best describes the linear relationship between S-I (8) and achievement is:

$$P = .3049 X_1 + 59.7914 \text{ (constant)}$$

where P is a vector of teacher grades and where X_1 is a vector of S-I (8) octant discrepancies.

Evidence was found, then, to support the premise that the relationship between S-I (16) and S-I (8) discrepancy measures and achievement as indicated by mean teacher grades is linear.

The results obtained from Multiple Regression Analysis, which tested the prediction that the relationship between S-I discrepancy measures and mean achievement scores would be curvilinear are shown on Table 4. No evidence was found to indicate curvilinearity exists between S-I discrepancy measures and achievement in Grade X.

TABLE 2

The Means, Standard Deviations and Analysis of Variance
of SA Scores for Grade X Students, Grouped on Achievement

N	Achievement Group	Mean	SD	F	P
23	High Achievers	25.39	4.48	2.10	.13
23	Achievers	23.34	5.09		
23	Underachievers	22.17	5.43		

TABLE 3

The Means, Standard Deviations and Analysis of Variance
of LOT Scores for Grade X Students, Grouped on Achievement

N	Achievement Group	Mean	SD	F	P
23	High Achievers	228.13	13.84	1.05	.35
23	Achievers	233.39	18.27		
23	Underachievers	227.00	15.30		

TABLE 4

Summary of F-Ratios Obtained From Curvilinear Analysis Between

S-I Discrepancies and Mean Achievement Scores

For Grade X Students

Discrepancies	S-I (16)		S-I (8)	
	F	P	F	P
Achievement	.0308	0.6619	.4233	0.5177

p < .05

Additional Findings

Correlational results among the ICL self concept and ideal-self concept (16) and (8) personality characteristics and the variables of SA, LOT, IQ and school achievement scores (Table 5) yielded some interesting findings.

Results indicated that SA correlated significantly ($p < .01$) and positively with ICL (16) and (8) characteristics of docility and dependency, and with ICL self (8) and ideal (16) characteristics of compulsivity and desire for gentle treatment. The LOT yielded significance ($p < .05$) on self concept (16) aggressive behavior while correlations of ICL with intelligence indicated negative relationships between IQ and self (16) dependency feelings and ideal (8) characteristic of rebellious-distrustful.

Achievement correlations with ICL personality characteristics were not uniform and each subject seemed to bring out different qualities. Most frequently the students desired the self quality of responsibility while ideally they seemed to desire competitive and aggressive characteristics.

TABLE 5

Correlation of Self and Ideal-Self ICL (16) and ICL (8) Personality Characteristics

with SA, LOT, Intelligence and Grade X Achievement Scores

	Self (16)								Self (8)								Ideal (16)								Ideal (8)							
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	AP	BC	DE	FG	HI	JK	LM	NO	AP	BC	DE	FG	HI	JK	LM	NO
Social Acquiescence (SA)																																
Life Orientation Test (LOT)																																
Intelligence (IQ)																																
Achievement: (1) Literature																																
(2) Grammar																																
(3) Geography																																
(4) History																																
(5) Science																																
(6) French																																
(7) Mathematics																																

* p < .05

** p < .01

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The interrelationships of social acquiescence, life orientation, self concept/ideal-self concept congruence and achievement were investigated in this study. Correlation, analysis of variance and Multiple Regression Analysis were used as the principal statistical methods to test the assumptions presented.

The measures of social acquiescence, life orientation and self concept/ideal-self concept congruence were obtained by means of a questionnaire type instrument administered to Grade X high school students at a small town high school in Prince Edward Island in June, 1968. Academic achievement was measured by using the teacher marked examination scores for the month of April, 1968.

For the social acquiescence and life orientation tests the results were hand scored. For the self concept/ideal-self concept discrepancy measures the use of the IBM 1230 optical scanner, IBM 360/67 computer and a vector distance formula (see page 27) were used for determination of S-I congruence.

To test the assumptions, further use was made of the IBM 360/67 computer facilities at the University of Alberta. For the testing of relationships between SA, LOT and achievement, analysis of variance was used. Both linear and curvilinear statistical analysis for the testing of the relationships between S-I discrepancies and achievement were utilized. Pearson Product Moment correlations were calculated to test for linear relationships while for curvilinearity, multiple re-

gression F-ratios were used.

Conclusions

A review of the related research indicated that relationships existed between achievement and the adolescent personality variables, acquiescent behavior, life orientation and self concept. The reason for the present study was to help determine the direction of such relationships. The conclusions for each of the examined relationships are presented individually below:

Social Acquiescence and Academic Achievement. A statistically significant positive relationship ($p < .05$) did not exist between social acquiescence and academic achievement, as indicated by mean teacher grades. Analysis of variance (Scheffe Multiple Comparison of Means) calculated after division of the sample into the three achievement groupings indicated that a significant relationship did not exist between SA and achievement. Upon examination of mean scores for each of the achievement groups (high achievers, achievers, underachievers) it was found that the directionality of the relationship was in the expected direction but did not reach significance. There was a tendency for the higher achievers to have greater SA scores than did the achievers, and the achievers, in turn, had greater SA scores (higher conformity ratings) than did the underachievers.

Life Orientation and Academic Achievement. A statistically significant negative relationship ($p < .05$) did not exist between LOT and achievement as indicated by mean teacher grades. Analysis of variance calculated after the division of the sample into three achievement

groupings indicated that a significant relationship did not exist between life orientation and academic achievement. Further analysis resulted in similar findings. In one case the highest 11 achievers (greater than +1.00 standard deviation) were compared with the lowest 11 underachievers (greater than -1.00 standard deviation) on LOT scores. In another analysis the 72 item LOT was reduced to 40 items through item analysis (Fox, 1969) and the group scores were again examined by analysis of variance. In each instance significant results were not found.

Self Concept/Ideal-Self Concept Congruence and Academic Achievement. A statistically significant relationship ($p < .05$) existed between S-I (16) congruence, S-I (8) congruence and academic achievement, as indicated by the mean teacher grades. Significant Pearson Product Moment correlations were found between S-I (16) and S-I (8) congruence discrepancies, and the achievement criterion. Evidence was found to support the premise that the relationships were linear and equations were determined, through multiple regression, to show the predicted achievement. This is to say that, in general, students with greater S-I discrepancies (less congruence) tended to be higher achievers, while the underachievers tended to have more congruent S-I scores. Further examination of the relationship between S-I and achievement with respect to curvilinearity yielded no evidence to support such a curvilinear relationship.

Discussion and Implications

These findings raise some interesting questions for discussion.

The remainder of this chapter deals with possible explanations for these findings and implications for further research.

Social Acquiescence as a Determining Influence on Achievement.

In this study, social acquiescence has been taken as a measure of conforming behavior. This conforming behavior of students has often been a concern of classroom teachers. Many teachers seem to feel that students who refuse to cooperate and conform may well be part of future deviant classroom groups and school discipline problems. The premise of this research, however, was based on a philosophy less in support of teachers who advocate conformity and more in support of students who reject such yielding or complying behavior.

White (1969) has outlined the position of the author very accurately by saying:

On one extreme, certain students consistently yield to the opinion of others; on the other hand, some students may provoke a teacher because they maintain a distinct autocratic behavior and consistently refuse to cooperate and 'yield' to group decisions. Those latter students represent the formidable youngsters who have great ego strength and well-developed independent behavior, vigorously opposing the repetitious, boring traditional ways of doing thingsConformity in the classroom can be deleterious for elementary, high school and college youth for it stifles the necessity and opportunity for the student to manifest basic tendencies and develop a unique personality (pp. 113-114).

While admitting that non-conforming students are not always the "formidable youngsters" that White describes, the assumption was forwarded that high conformity (high SA) would be more indicative of high achievers and achievers than of underachievers since the school values and promotes conformity. This essentially means that while too much

conformity is not a good thing for the classroom learning environment, it will get the conforming student good grades. The higher conformers were the higher achievers, but the finding was not significant.

In investigating the non-significant results, some possibilities have appeared. Rokeach (1961) expressed the difficulty in isolating the personality variable of acquiescence (conformity) by describing the individual who is able to psychologically discriminate, evaluate and assess information independent of the source (teacher) but who still is nevertheless influenced by the source as a complier and not truly a conformer. True conformity involves private acceptance as well as public compliance. Compliant students would be able to answer the SA Scale without acknowledging the unknown source. The instrument, then, might not distinguish as accurately between conformers who were subject to such "compliant" conformity within the classroom, and those who would normally be the non-conformers in school. It might well be remembered that the instrument was administered after exams were over, with confidentiality assured and teacher administrative pressure minimal. In addition, the source of the information to be evaluated was unknown. As a result the classroom conformers might not be isolated as accurately as expected.

A further possibility which might account for non-significant results is the non-generality of conforming behavior. Moeller and Applezweig (1964), Smith, Murphy and Wheeler (1964), infer that conformity is not trans-situational. It depends upon a particular situation and on the interaction of each individual within the situation.

If that is the case, not all conforming behavior would be apparent in the test situation.

Implications may still exist for teachers and students alike. Teachers become the primary instigators of conformity in school children at the elementary, secondary or university level. The moot question seems to be, "How much conformity is conducive to classroom climate and how much is deleterious?" It is the teacher who must determine the eventual level of conformity in the classroom. Teachers who are more content-oriented than student-centered likely demand more regimented procedure and this would yield more acquiescent responses from students. Teachers to whom the student is the focus of the classroom would likely find less adaptive behavior forthcoming, and more independent student-initiated responses. It seems that the cognitive style of the teacher (White, 1969) is an important variable in determining the extent to which acquiescence and classroom conformity affect the achievement of students within that class.

Another interesting implication for education is the promulgation, within schools, of the concept of "average child" or "average grades." If conformity is as important as some teachers and psychologists would like to make it, this concept of "averageness" might be one which should be examined. So powerful is the motive for doing the right thing, of following correct procedure, of looking for the right answer, says White (1969), that the students' feelings, interests and talents are suppressed and never reach fulfillment. Goldstein (1939) theorized that this tendency to conform and maintain a "safe" state, a

structured, uniform way of life, is characteristic of sick people, a sign of deterioration and decay. Fromm (1955) refers to individuals who adopt a "standard" and accepted approach to doing things as a regular way of life, and stifle any imaginative and risk-taking adventures, as being "insane." While most teachers, even the highly content-oriented ones, might not be painted black so quickly, it leaves considerable room for examination and future research. Are the types of personality correlates invoked in students by adopting such concepts as "average," "standard," or "mean" and using them consistently, the kinds of personality characteristics which educators want to produce? One very notable piece of research which could shed some light on this question suggests that the less an individual is aware of his differences from his group's norms, the more likely he is to conform (Wiener, 1959). If teachers want to perpetuate conformity and yielding behavior then the concepts of "norm," "average," "standard" or "mean" should be retained and used. If not, then individual differences should be promoted and individual initiative and creative, spontaneous responses should be elicited and accepted in class.

Further, conformity may be viewed as social accommodation or of self-correction (Wilson, 1960). Social accommodation involves the defense of one's self-image against the threat of rejection because of being different. Self-correction is a willingness to change one's opinion of the self when a more accurate and realistic appraisal of the environment is achieved. As a result of his low self-evaluation and his fear of rejection, the conforming person often has a strong

disposition to yield to group pressure (Crowne and Wiverant, 1963). This might help to account for the greater discrepancies between self concept and ideal-self concept (S-I low congruence) of the higher achievers. The higher achievers are among the more conforming and more self-deprecating students, as the results of this study tend to show (higher SA scores and greater S-I discrepancies). The trends, although not highly significant, are there, and teachers could be urged to become conscious of the effect they often have on some students. The accent is too often on student as achiever and not student as person. The quickest way to produce student as achiever is to encourage passive, attentive acquiescence to teacher-produced content. The results on student as person, however, are often less acceptable. They include a restraint, caution and dependence on the part of many individual achievers who have a high need for the affiliation which they are failing to get in the classroom, even though they are producing the teacher-desired results (Hardy, 1957; Levy, 1959; Moeller and Appelzweig, 1957; Samelson, 1957).

Life Orientation as a Determining Influence on Achievement. In this study, Life Orientation was taken as a measure of an individual's position on a biophilous-necrophilous continuum established by Fromm (1964) and encapsulated in an instrument by Fox (1969). The biophilic person loves life, joy, living things and prefers to construct for the future rather than to maintain and retain the past. He is a person who is attracted by the process of life in all spheres and prefers the promise of the new to the security of the old and established. The

necrophilous person, on the contrary, dwells in and nurses the feelings of the past. He is essentially a cold, sentimental individual and values only what he can possess. He relates to objects and things rather than to people and his orientation is toward the controlled, mechanistic, non-living things which are in his realm.

It was postulated on a theoretical basis (Fromm, 1964) that there would be a significant negative relationship between the highly biophilous individual and highly socially acquiescent individual. This was not found. The relationship was negative (-.06) but not significant. In addition, it was expected that the high LOT scores (high biophilous) would be found more among the non-conforming underachieving sample. This also was not found.

In attempting to account for these results, some possible explanations suggest themselves. The age of this particular sample ($\bar{X} = 15.9$) might mean that adolescent attitudes toward the future and their position in societal hierarchy have not been sufficiently established to polarize their views. As adolescents they may still be questioning, doubting and examining many values and mores set up by a paternal society. They might not fit into Fromm's hypothesized continuum until a later age. If this is the case, it might be advisable to select an instrument less dependent upon an established orientation toward life or to put less emphasis on this variable in future studies of adolescent personality. In the original validation of the LOT by Fox (1969) his sample of subjects had age means in the area of 25-30 years and Fox himself questioned the role of age as a variable in accounting for

the relationships obtained between the LOT and other variables considered. Evidence from the original instrument validation appeared to confirm that LOT scores decrease with age. It might also be suggested that the dichotomy between biophilous and necrophilous individuals may then begin to appear as the LOT scores decrease and life experience becomes more of an influence in the attitudes and values held by older individuals. Fromm (1964 a, p. 24) did not believe that necrophilia was a "normal biological tendency" but that mass media and western societal structure were weighted in favor of producing such an orientation (1967 b, p. 13). Man, as a result, begins to view people as "things;" the more necrophilous person might view people as, for example, "customers" or "diabetics" or "mentally retarded." In the case of the adolescent the categorizing and labelling of individuals might not be refined as much as it would be at a later age. The adolescent may very much reject such pigeon-holing until he has further sought his own identity and concretized his views. This might account for higher LOT scores and their decrease with age. Indeed, it might also account for the previously mentioned polarity of life orientation which might accompany establishment of life attitudes dependent upon a relatively stable rationale.

Self Concept/Ideal-Self Concept Congruence as a Determining Influence on Academic Achievement. The majority of studies investigating S-I congruence as an indication of adjustment have concluded that low S-I congruence, such as that evident in the achieving groups in this study, seem to be identified with maladjustment. The question

might then be asked, "Does high congruence between self and ideal self concepts mean adjustment?" Increasingly the evidence suggests that this is not the case either. There seems to be an optimal range of S-I congruence where a person is not "extremely dissatisfied with himself" yet is still not "overly-integrated" or "self-deceptively overestimating himself" (Block and Thomas, 1955; Shoben, 1957).

Two positions have been established. Both support the S-I congruence as being related to adjustment but in different ways. The first relationship put forth by Block and Thomas and Shoben is one of curvilinearity. This supposed an optimal range of S-I discrepancy and adjustment. The second relationship supposed that S-I congruence and adjustment are related with linear directionality (Rogers, 1951). This essentially means the higher the congruence between self and ideal-self, the better the adjustment of the individual.

The present study has found the relation between S-I congruence to be linear. The interesting thing about the linearity, however, is that it is between S-I discrepancies and achievement. High S-I discrepancy means low congruence, and the highest congruencies are among the underachievers. The lower S-I congruence scores and poorer adjustment are among high achiever groups. It seems that performance on an academic criterion like teacher grades is not indicative of adjustment. This is essentially what this study expected to find and the theoretical assumption was that underachievers would be more congruent than high achievers and achievers.

It may be that the underachiever, who seems to be less of a con-

former (lower mean SA score) than the higher achievers, has a more flexible and realistic appraisal of his abilities and inabilities. His higher S-I congruence means his view of self more closely approximates the view of what he would like to be, and this might be a reflection of an ideal self more in line with recognized ability. It is also possible that both the self concept and ideal self are depre- cated and this is why they show congruence. Since a close examina- tion of each individual score on the ICL was not done in this study, it might prove to be an interesting analysis for future research showing similar results.

S-I Congruence and Sex. Sex differences were not examined in this study and this also might prove fruitful for research. If sig- nificant S-I congruence differences for sex were found, it might re- flect differing value systems among boys and girls or possibly different maturational levels. Would boys or girls, for example, have unrealistic self concepts or ideal-self concepts?

This S-I congruence might also be a reflection of the sex of the teacher involved in classroom environment during the year. Park (1969) has examined S-I discrepancies and counselor trainee performance, and questioned whether male supervisors might be more sensitive to per- sonal incongruities in male counselor trainees. Similarly, male teachers might be able to locate and deal with incongruities within student self-concepts better than female teachers. It would be in- teresting to examine this relationship in future research.

S-I Congruence and Age. One additional relationship which might

be examined is the way S-I congruence may fluctuate with age. These students were reasonably young (15-16) and Bloom (1961) reported that self-acceptance steadily increased from age twenty to a peak during the 50-59 period and then it declined. Park (1969) found similarly that S-I congruence did increase with age among the counselor trainees. This might mean that the higher achiever group will show more congruent measures of self and ideal self as they get older.

Change in Self Concept and Ideal-Self Concept. The decrease of S-I discrepancies with age means that "self" and "ideal self" move closer together. It might prove interesting to examine, over time, which of these two concepts changes the most. Results reported by Wylie (1961) and Rudikoff (1964) found "self" scores less consistent than "ideal" scores. This was supported by Park (1969) on a pre-post "t" test over a shorter period of one academic year. Park also reported S-I (16) and S-I (8) reliability coefficients on the ICL sixteenths and octant scores of .61 over seven months. With adolescents, the self and ideal may be subject to more fluctuation than at later ages, and correlations may not be as reliable as Park has found.

Towards More Specific Assumptions. The three research assumptions in the present study were stated in rather general terms. Although they were not completely confirmed, they give indications of promising future research on the personality variables of achievement. If some method of arriving at a more objective measure of underachievement than teacher-assigned grades could be found, it could have considerable influence in future research.

To conclude, it should be emphasized that the need for more research into the area of adolescent personality and its relation to school environment is more and more evident. This study has pointed out some interesting trends and confirmed one relationship between S-I congruence and achievement. With more refined research techniques and instrumentation, the inhibition of underachievement and undesirable personality characteristics in adolescents could become a realizable goal.

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APPENDICES

APPENDIX A

Bass's Social Acquiescence Scale

BASS'S SOCIAL ACQUIESCENCE SCALE

Yes ? No

Success against odds is the greatest of American ideals
Love is the greatest of Arts
Love of the opposite sex makes the world go round
They never fail who die in a great cause
Destroyers of tyranny have contributed the most to man-
kind

You only injure yourself when you take notice of despis-
ed critics
The only known cure for fear is faith
Never trust a flatterer
He who laughs last laughs longest
No principle is more noble or holy than that of true
obedience

There is nothing which the body suffers which the soul
may not profit by
One false friend can do more harm than one hundred
enemies
No gift is more precious than good advice
Obedience is the mother of success
The victory always remains with those who admire rather
than with those who criticize

'Tis vain to quarrel with our destiny
To be happy, always stay within the law
You should give more than you want to give
What we win through authority we lose; what we win
through consideration we keep
One should feel the failures of his friends as if the
failures were his own

Virtue is a struggle in which we overcome our weaknesses
He conquers all who conquers himself
It is difficult to do excellent work without great strain
Seeing is believing
Still waters run deep

Make yourself honey and the flies will eat you
Most big cows have little horns
Every man is blind to his own defects
Jaws are the only part of the body that like to work
Those in high places are in greater danger than those in
lowly ones

Yes ? No

—	—	—	Life is a struggle from beginning to end	_____
—	—	—	Wild colts make good horses	_____
—	—	—	Empty heads go with loud talk	_____
—	—	—	You can't teach an old dog new tricks	_____
—	—	—	Count your sheep and the wolf will eat them	_____
—	—	—	Sleep is loved by everyone	_____
—	—	—	The feeling of friendship is like that of being comfort-	
			ably filled with roast beef	_____
—	—	—	Who does not love the opposite sex remains a fool the	
			whose life long	_____
—	—	—	Better one safe way than a hundred on which you are not	
			sure	_____
—	—	—	Amusement is the medicine for worry	_____
—	—	—	The restless sleeper blames the couch	_____

APPENDIX B

The Interpersonal Check List

THE INTERPERSONAL CHECK LIST

INSTRUCTIONS: Please indicate whether you view each of the attributes listed below as being either mostly true or mostly false as they apply to you. It is very important that you check either "true" or "false" for each item, even if you are somewhat uncertain of your choice. Also, try to work quickly; most people can complete this information in less than 15 minutes. Use Col. 1 for true; Col. 2 for false on the IBM answer sheet.

- 1 Able to give orders
- 2 Appreciative
- 3 Apologetic
- 4 Able to take care of self
- 5 Accepts advice readily
- 6 Able to doubt others
- 7 Affectionate and understanding
- 8 Acts important
- 9 Able to criticize self
- 10 Admires and imitates others
- 11 Agrees with everyone
- 12 Always ashamed of self
- 13 Very anxious to be approved of
- 14 Always giving advice
- 15 Bitter
- 16 Bighearted and unselfish
- 17 Boastful
- 18 Businesslike
- 19 Bossy
- 20 Can be frank and honest
- 21 Clinging vine
- 22 Can be strict if necessary
- 23 Considerate
- 24 Cold and unfeeling
- 25 Can complain if necessary
- 26 Cooperative
- 27 Complaining
- 28 Can be indifferent to others
- 29 Critical of others
- 30 Can be obedient
- 31 Cruel and unkind
- 32 Dependent
- 33 Dictatorial
- 34 Distrusts everybody
- 35 Dominating

- 36 Easily embarrassed
- 37 Eager to get along with others
- 38 Easily fooled
- 39 Egotistical and conceited
- 40 Easily led

- 41 Encouraging others
- 42 Enjoys taking care of others
- 43 Expects everyone to admire him
- 44 Faithful follower
- 45 Frequently disappointed

- 46 Firm but just
- 47 Fond of everyone
- 48 Forceful
- 49 Friendly
- 50 Forgives anything

- 51 Frequently angry
- 52 Friendly all the time
- 53 Generous to a fault
- 54 Gives freely of self
- 55 Good leader

- 56 Grateful
- 57 Hard-boiled when necessary
- 58 Helpful
- 59 Hard-hearted
- 60 Hard to convince

- 61 Hot-tempered
- 62 Hard to impress
- 63 Impatient with others' mistakes
- 64 Independent
- 65 Irritable

- 66 Jealous
- 67 Kind and reassuring
- 68 Likes responsibility
- 69 Lacks self-confidence
- 70 Likes to compete with others

- 71 Lets others make decisions
- 72 Likes everybody
- 73 Likes to be taken care of
- 74 Loves everyone
- 75 Makes a good impression

- 76 Manages others
- 77 Meek
- 78 Modest
- 79 Hardly ever talks back
- 80 Often admired

- 81 Obeys too willingly
- 82 Often gloomy
- 83 Outspoken
- 84 Overprotective of others
- 85 Often unfriendly

- 86 Oversympathetic
- 87 Often helped by others
- 88 Passive and unaggressive
- 89 Proud and self-satisfied
- 90 Always pleasant and agreeable

- 91 Resentful
- 92 Respected by others
- 93 Rebels against everything
- 94 Resents being bossed
- 95 Self-reliant and assertive

- 96 Sarcastic
- 97 Self-punishing
- 98 Self-confident
- 99 Self-seeking
- 100 Shrewd and calculating

- 101 Self-respecting
- 102 Shy
- 103 Sincere and devoted to friends
- 104 Selfish
- 105 Skeptical

- 106 Sociable and neighborly
- 107 Slow to forgive a wrong
- 108 Somewhat snobbish
- 109 Spineless
- 110 Stern but fair

- 111 Spoils people with kindness
- 112 Straightforward and direct
- 113 Stubborn
- 114 Suspicious
- 115 Too easily influenced by friends

- 116 Thinks only of self
- 117 Tender and soft-hearted
- 118 Timid
- 119 Too lenient with others
- 120 Tender and easily hurt

- 121 Too willing to give to others
- 122 Tries to be too successful
- 123 Trusting and eager to please
- 124 Tries to comfort everyone
- 125 Usually gives in

- 126 Very respectful to authority
- 127 Wants everyone's love
- 128 Well thought of
- 129 Wants to be led
- 130 Will confide in anyone

- 131 Warm
- 132 Wants everyone to like him
- 133 Will believe anyone
- 134 Well-behaved

APPENCIX C

The Life Orientation Test

THE LIFE ORIENTATION TEST

Form 72B

Read each of the following statements and decide how much you agree or disagree. Show your choice on the separate answer sheet. Use the code below.

A : I agree

B : I agree a little

C : Undecided

D : I disagree a little

E : I disagree

NOTE :

There are no right or wrong answers.

There is no time limit.

Answer all items.

Mark only one choice for each item.

1. Most interesting, exciting passtimes involve much cost for the right kind of equipment.
2. Being part of a new struggling enterprise is more satisfying than working with a well-established organization.
3. There is more pleasure in being freed from tasks by machines than in operating them.
4. Untrimmed trees in the wild state never approach the beauty or symmetry of those properly cultivated.
5. The old values of thrift, order, sacrifice and being on time are still the way to success.
6. Postponement of marriage or the raising of children until one can enjoy material possessions such as cars or houses is desirable.
7. Being alone in a large, unfamiliar city causes one to feel small or insignificant.
8. Although modern art does not show things as they exist, it has a hidden, attractive quality.

9. Often the most exquisite pleasures in life require no expenditures or gadgetry.
10. To make for good teamwork or group spirit, one should hold back some personal feelings or wishes.
11. The progressive and stimulating age we live in promises much for future generations to build upon.
12. The introduction of new or original procedures and materials can make one's work enjoyable.
13. Gardening is hazardous and unpredictable and hardly worth the effort because of insects, winds, storms, and other problems.
14. Using one's time in an orderly and regular fashion should provide a rewarding life.
15. Weather forecasts, on the whole, give one a good idea of what to expect.
16. There are, indeed, many new inventions based on almost totally new ideas.
17. There is something fascinating about the speed, distance range and explosive power of present day missiles.
18. One of the delights of life is the excitement gained from not knowing about tomorrow.
19. Self-discipline and refusal of immediate pleasures will result in gains, but hardly in a meaningful life.
20. There is a peace or inner serenity to be gained from attending the last rites of a departed one.
21. Persons careless in personal appearance should be required to model after those who dress with style and care.
22. It is difficult to think much about the past, because of the activity of the present.
23. Imitation plastic plants make it ridiculous, in most cases, to bother watering and caring for real plants.
24. The saying that, "There is nothing new under the sun," is mostly true, because little is really new.

25. Being involved with the birth of new life, such as in a hospital nursery, must be an enjoyable experience.
26. The widespread disrespect for traffic laws is likely the major cause of highway deaths.
27. Seeing live animals in a game preserve offers more than does close examination of mounted animals.
28. Untouched forest areas can possess a beauty unmatched elsewhere.
29. Making an unfailing habit of keeping one's home and clothes in order is very desirable.
30. A supervisor who is respectful of his workers and yields to their opinions will get good results.
31. Uncertainty is necessary to push or compel man toward further development.
32. Seeing and examining many great works of art would be better than owning one such work.
33. Controlling children's actions with harmless untruths about possible dangers is often a correct thing to do.
34. The care and concern of those professionals who help in time of bereavement or loss is praiseworthy.
35. Looking for new methods rather than depending on proven procedures adds a zest or incentive to living.
36. Some guilt and self-disgust over past mistaken actions helps one deal with the present.
37. Being always open to a change of plans or time schedules increases one's enjoyment of life.
38. One must truly wonder or marvel at the number of mechanical devices which free mankind.
39. A successful person does not act without much concern and caution about what others will think.
40. Love involves active striving for the growth and happiness of the loved one.
41. It is sad, but necessary, that children be taught to face the realities of death and the cruelties of life.

42. A translation of a Shakespearian play into modern slang wording would prove interesting and give new understanding.
43. Persons who always want to change the rules, or add disruptive and different ideas to a meeting should be brought into line.
44. There is something overly immodest, almost indecent, about the bodily movements in modern dancing.
45. One should feel joy in watching new-born animals begin their lives.
46. Pleasant memories of past accomplishments are better than looking to the indefinite future.
47. Other things aside, the men who worked under the Soviet and Nazi dictators of World War II, really knew how to organize.
48. There is an attraction in the enthusiasm, noise and zest with which children pursue games.
49. The uncertainty of the future gives one sound reason for some fear.
50. Free interpretive dancing is generally more pleasing to watch than exact, traditional dance forms.
51. Since each day unfolds new problems, fixed patterns of the past rarely offer complete solutions.
52. The trend toward big-game "hunting" with cameras only may attract more people to safari expeditions.
53. Pictures of bleeding, dead or injured soldiers certainly makes one fearful and wonderous about modern weapons.
54. The odd and quite different dress of some young people is most likely their harmless way of showing independence.
55. Years of experience in dealing with life or work problems provide ready methods for handling most present problems.
56. Quiet periods where one is alone to meditate or think are enriching and valuable.
57. Consistent obedience of laws is most necessary to maintain society.
58. One should flee from personal danger, even if by doing so, he loses all possessions gained in a life time.

59. A meaningful life is obtained only through the continual unfolding of one's talents or abilities.
60. A manager must avoid any personal feelings or involvement in dealing with his workers.
61. Questions from children can add a freshness or newness to routine tasks.
62. The world problems of over-population, quarrels among countries and threats of war should make one hesitate to bring children into the world.
63. Presenting a Shakespearian play with actors dressed as Eskimos instead of in regular costumes would be in poor taste.
64. Living in a comfortable manner must include some disorder, and some irregular arrangements.
65. It is right to change laws when most people disregard them.
66. A well-run organization usually is under the direction of a man who defines work-roles exactly.
67. Hiking or talking with friends are to be preferred to driving cars and being in competitive sports.
68. Being free to travel and see different things is more important than using one's money to buy houses, cars, land or furniture.
69. Newspaper and news reports of multiple murders are useful, because people will then take precautions.
70. Public displays of affection such as kissing arriving relatives at an airport are in no way shameful.
71. Fortunately, group pressures can be brought to bear on young people with extreme ideas.
72. All too often parents don't know about or unaware of their children's failures or shortcomings.

APPENDIX D

Allotment of Grade X High School
Students into Achievement Groupings

ALLOTMENT OF GRADE X HIGH SCHOOL STUDENTS INTO ACHIEVEMENT
GROUPINGS BY MEANS OF DISCREPANCY SCORES IN STANDARDIZED
MEASURES OF INTELLIGENCE AND ACHIEVEMENT

(T = 50, standard deviation = 10)

ID#	IQ T-Score	Achievement T-Score	Discrepancy	Group
264	25.15	46.23	+ 21.08	1
260	29.23	49.72	+ 20.33	1
258	38.94	55.83	+ 16.89	1
227	44.24	57.58	+ 13.34	1
250	41.06	54.09	+ 13.03	1
236	48.49	60.19	+ 12.30	1
253	52.73	64.56	+ 11.83	1
240	58.03	69.79	+ 11.76	1
270	37.88	48.85	+ 10.92	1
255	52.73	63.68	+ 10.95	1
211	58.03	68.92	+ 10.89	1
212	40.00	49.72	+ 9.42	1
239	44.24	53.21	+ 8.79	1
235	50.61	59.32	+ 8.71	1
256	67.58	75.90	+ 8.32	1
271	48.49	56.70	+ 8.21	1
241	46.36	54.09	+ 7.73	1
202	55.91	62.81	+ 6.90	1
203	61.12	67.17	+ 5.96	1
224	36.82	42.74	+ 5.92	1
206	42.12	47.98	+ 5.86	1
223	36.82	41.00	+ 5.17	1
214	41.06	46.23	+ 4.18	1
237	44.24	47.98	+ 3.74	2
208	54.85	56.70	+ 1.85	2
228	37.88	39.25	+ 1.37	2
201	43.18	44.49	+ 1.31	2
257	47.43	47.98	+ 0.55	2
251	44.24	44.49	+ 0.25	2
210	49.55	49.72	+ 0.17	2
229	54.85	54.96	+ 0.13	2
269	45.30	45.36	+ 0.06	2
247	66.52	66.30	- 0.22	2
234	52.73	52.34	- 0.41	2
226	41.06	40.13	- 0.83	2

ID#	IQ T-Score	Achievement T-Score	Discrepancy	Group
252	70.76	69.79	- 0.97	2
244	56.97	55.83	- 1.14	2
267	47.43	46.23	- 1.20	2
213	48.49	47.11	- 1.38	2
261	48.49	47.11	- 1.38	2
222	49.55	47.98	- 1.57	2
266	44.24	41.87	- 2.37	2
263	37.88	35.29	- 2.87	2
259	42.12	39.25	- 2.87	2
232	47.43	44.49	- 2.94	2
265	54.85	51.47	- 3.38	2
221	45.30	41.87	- 3.43	3
231	50.61	47.11	- 3.50	3
217	55.91	51.47	- 4.44	3
230	51.67	47.11	- 4.56	3
215	56.97	52.34	- 4.63	3
205	53.79	48.85	- 4.99	3
262	49.55	43.62	- 5.93	3
254	48.49	41.87	- 6.62	3
233	44.24	37.51	- 6.73	3
242	44.24	36.64	- 7.60	3
219	44.24	36.64	- 7.60	3
249	48.49	39.24	- 9.24	3
238	68.64	59.32	- 9.32	3
216	51.67	41.87	- 9.80	3
209	73.94	62.81	- 11.13	3
246	45.30	33.15	- 12.15	3
224	77.12	63.68	- 13.44	3
248	75.00	61.07	- 13.93	3
243	60.15	45.36	- 14.79	3
268	49.55	33.15	- 16.40	3
220	50.16	33.15	- 16.46	3
218	60.15	41.87	- 18.28	3
207	56.97	37.51	- 19.46	3

Group #1 = high achievers (N = 23)

Group #2 = achievers (N = 23)

Group #3 = low achievers (N = 23)

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